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ABSTRACT

Major life developmental tasks are identified, along with the learning outcomes necessary to fulfill those tasks for adults from age 17 to retirement. Attention is directed to the important connection between life cycle change and adult learning as well as seven assumptions underlying life cycle theory. Developmental tasks and learning needs are identified for the following age levels: 17-22, 22-28, 28-33, 33-40, 40-47, 47-60, and 60 and over to retirement. For example, tasks for ages 17-22 are: establishing some independence, establishing an initial identity, and testing intimate relationships. Learning needs are: discovering areas where one is comfortable being independent/dependent, being able to ask for help, discovering what is liked/disliked, increasing realism, achieving self-understanding and self-awareness, and realizing improved interpersonal relationships and a greater network of trusted persons. Educators need to respond to the uniqueness and tasks of each learner at each life stage and to integrate personal growth and change as a part of the educational experience. Experiential learning incorporates a growth perspective responsive to the needs of each person. A chart summarizing the developmental tasks and learning needs is appended. (SW)

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by Judy-Arin Krupp, Ph.D.

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LIFE DEVELOPMENTAL TASKS
and
RELATED LEARNING NEEDS AND OUTCOMES

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ABSTRACT

This position paper identifies major life developmental tasks and the learning outcomes necessary to fulfillment of those tasks for adults from age seventeen to retirement. The paper addresses the vital connection between life cycle change and adult learning. Then, after a brief look at seven assumptions underlying life cycle theory, it describes key developmental tasks at each life stage and the learner needs related to those tasks. The section for each task concludes with concrete suggestions for learning experiences and internships to meet those needs. A synopsis of the major tasks and needed learning outcomes appears in Appendix I.

Aristotle's defect approach to learning for centuries shaped educators' view of teaching (Knowles 1980). Aristotle claimed all people gather information in the same way because everyone shares the same human nature. Teachers transmit information to students. The instructor perceives a defect in the student correctable through learning. This defect approach heaps responsibility for learning on the teacher (Rubin 1971; Weiss 1969).

The defect approach gave way to the present view of individuals in a state of perpetual learning--a growth orientation. Educators gradually began to commit themselves to the growth orientation as psychologists spoke of self-motivation and people became aware of the exponential knowledge explosion. At the same time writers painted a picture of the need to re-educate adults to solve new societal problems and people had an increased life expentancy resulting in more leisure time. Learning became a continual lifelong process. Responsibility for learning now belongs to the learner. The teacher acts as a resource on which the learner can draw (Jackson 1971; Knowles 1980).

The growth perspective reinforced the theoretical underpinnings of experiential learning. Each learner's experience was recognized as the cornerstone for that individual's continual learning. Theorists developed three tenants describing the vital nature of experience during learning--"The experiential imperative" (Krupp 1982). They are:

1. "To a child, experience is something that happens to him; to an adult his experience is who he is." (Knowles 1973) Experience creates the adult.
2. Experience forms the most inescapable form of education and results in cumulative all encompassing learning. It affects every aspect of the adult's existence.
3. When people deny the value of an adult's experience they discredit the personhood of the adult. Rejection of an adult's past experiences means rejection of the adult as a person.

Educators construct and have constructed experiential adult learning programs based on these three statements. The experiential imperative requires the educator to know as much as possible about the learner's past and present experience. Only then will the success of programs be maximized.

Life Cycle Changes: Why Are They Important?

One area of experience researched in depth in the last fifteen years relates to life cycle changes. Research has defined developmental tasks at both stable and transitional periods across the lifespan. Studies reveal how life stage and developmental tasks significantly influence both experiences chosen by the learner and learning outcomes.

Aslanian and Brickell (1980) in a study of 1,519 men and women found a direct link between decisions to return to a learning experience and the chain of events and changes in people's lives. More than half of their sample started to actively learn in response to changes affecting their careers. A substantial fraction reported family and leisure transitions triggering their desire to learn. The number of trigger events stemming from each life area (career, family, leisure, etc.) correspond closely to the amount of time spent in that component of the life structure. Most persons spend 80% of their time in occupational or family related activities and report 90% of the reason for learning relates to career or loved ones. Regardless of whether the person entered the learning situation before, during or after a life transition, all reported a desire to gain information to help in coping with the transition. The topic studied was not always directly related to the actual triggering event. A divorce, for example, might trigger a job change. Other possible events leading to a job change might include such things as a heart attack and resultant awareness of mortality or a gradual realization of the value of time spent with family.

Knox (1977) reports a direct relationship between the adult education courses for which a person registers and the individual's age and stage. For example, young males enroll in subjects to foster their occupation, while men in their fifties are seeking leisure activity, general information and social contact. Mate selection, early marriage, and parenting an adolescent (Broshart 1977) correlated with responsiveness--when the need was met the student was responsive. Arends, Hersh and Turner (1978) describe the older individual's need to integrate work, education, leisure and colleagiality while the younger worker seeks insights into a growing sense of self through work and education. Krupp (1980) found teachers had distinctly different staff development needs and behaviors at varied ages.

The newest life cycle research reveals developmental factors that affect learning. For example:

1. Males and females often have different needs at similar ages (Gilligan 1982; Krupp 1980; Lowenthal et al. 1975; Scarf 1980; Schlossberg 1978; Stewart 1977). No longer can educators treat males and females of the same ages in a similar manner.
2. One's perception of another individual as a healthy person may be closely related to age appropriate behavior (Vaillant and Milofsky 1980). During learning adults have biases and prejudices influencing relationships.
3. Women most able to integrate pleasure and accomplishment in their lives report the greatest amount of life satisfaction (Barnett, Baruch & Rivers 1983). The source of pleasure originates in relationships. Education must, therefore, encourage relationships while providing positive reinforcement and a sense of worth for the student.
4. Each time of adulthood differs from every other stage, but no time of life can be called better or worse than any other period. Developmental tasks differ at varied stages (Levinson et al. 1978). Effective education respects a learner's needs at a given stage. Satisfied adults find their developmental tasks addressed while learning.

Learning will be more effective and complete if experiential educators take into consideration the roles and developmental tasks that affect needs.

Although researchers recognize the need to systematically apply the results of these studies to adult learners (Pelowski 1982), little has taken place. Krupp (1981) wrote about the implications of adult developmental experiences in the 1982-1983 New Directions for Experiential Learning series. Effective education requires more practical employment of life cycle research.

This position paper identifies key developmental tasks at each life stage. It suggests learning outcomes necessary to help learners cope with these developmental tasks. Such an approach does two things. First, it unifies the personal needs of the learner with the educational environment. Second, it requires modifications in the learning environment. For as Levinson et al. (1978:337) states:

> If we are to support adult development on a wider scale, we will have to modify the social institutions that shape our lives. Industry and other work organizations, government, higher education, religion and family--all of these must take account of the changing needs of adults in different eras and developmental periods. What is helpful in one era may not be in another.

Support for the adult as a developing individual requires respect for the personhood of the learner and integration of personal growth and change as a part of the educational experience. Only by so doing will the three tenants of the experiential imperative be upheld in learning programs.

Assumptions Underlying Life Cycle Theory

1. The developmental tasks delineated describe, but do not prescribe. No individual "fits" all the tasks discussed, nor should any person conform to them all. A reader will harmonize with some trends as an adult, but each individual's unique experiential background precludes total identification with the research. Consider, while reading, which aspects of a learner's development make the person special and which make the individual part of the common whole. Uniqueness and commonality characterize each of us (Krupp 1981). Thus, wholesale use of concepts in this paper would likely create problems. Educators must not pigeon-hole learners. Application can only have a dynamic effect when the discussion "fits" the learner.

2. The tasks listed are age-linked not age specific. For example, a transition at ages 28-33 may actually happen somewhat earlier or later depending on the person's experience. This paper uses the most common age research has identified for a task's prominence.

3. The position paper addresses sequential, not hierarchical stages. It is not better to be 50 than 30 or to be 20 than 40, the ages simply differ. Each developmental task occupies center stage with all its adaptation difficulties and joys at the age when it becomes an issue, despite the tendency to think one's own tasks produce the greatest challenge and problems.

4. The stages of adulthood overlap and connect to create an organic whole. Resolution of the tasks of a given age affects the next stage. Unresolved tasks may result in conflict in future stages. Even well-resolved tasks re-appear with a different urgency or kind of solution at later years. Individuation (Jung 1971), developing a sense of self in the world, exemplifies a job requiring multiple solutions across the lifespan.

5. Adult development requires constant adjustment to change. Transitions and stable periods alternate throughout adulthood (Gould 1978; Levinson et al. 1978). Transitions bring unrest and the need for change. They provide both an opportunity for growth and a time of stress.

6. Accomplishing a developmental task leads to a sense of fulfillment and completion. Each developmental task creates a teachable moment--a time of readiness for learning content related to that task (Havighurst 1972). Learning activities geared to understanding and effectively handling the jobs of adult growth and development, while also learning a subject, will result in more growth for the learner.

7. Across the lifespan morality, ego and cognitive abilities develop. These hierarchical changes, while important, fall beyond the scope of this paper. Marker events such as marriage, death, divorce and career change can occur at any time across the lifespan. They are affected by the age at which they happen and influence the way the developmental tasks of that time are handled. These also fall beyond the domain of this treatise, but bear mentioning to emphasize the extreme complexity of adulthood.

Developmental Tasks and Related Learning Needs by Age

Ages 17-22

First task: establish some level of independence. At this age young adults break away from their parents psychologically and physically. They move out of their parents' home or out of town. They may form a differentiated mind-set or group of values from those of their parents. These young persons acknowledge parental flaws (Gould 1978; Levinson et al. 1978). Males emphasize overcoming dependence and assuming responsibility. They tend to seek more independence than females. Females stress independence through self-awareness and with understanding of others (Gould 1978; Krupp 1980).

Many adults moving toward independence are confused. Some take a moratorium; others mimic self-confidence; most tend to modulate their reactions in order to "fit" into the adult world. The "shoulds" and "oughts" of perceived reality influence the move toward independence.

Independence means becoming a man or a woman, as opposed to a boy or a girl (Gould 1972; Levinson et al. 1978; McCoy 1977; Sheehy 1977; Stewart 1977; Thomae 1976).

Family support is most commonly replaced by peer backing. Socializing is at a fever pitch. Adults feel accepted when they are invited out by others (Gould 1975; Lowenthal et al. 1975; McCoy 1977; Sheehy 1977).

Learning needs. These adults need learning experiences that illuminate the person's strengths and weaknesses. At the same time the learner must receive encouragement and persmission to seek help. This can be accomplished through such things as exposure to competent, secure role models; discussion with a peer, advisor or boss; working on tasks a bit too easy or a little too difficult; or by confrontation and/or discussion with a superior. Opportunity to test independent and dependent behaviors in a supportive atmosphere helps the young person find his or her appropriate level of independence.

Second task: establish an initial identity. Persons now ask not only "Who am I?" but also "How do I fit into the world of adults?" Key role choices made during this transition formulate the substructure for a tentative identity. Notice the word "tentative" modifies the word "identity." Adults at each life stage continually seek their identity--a search at each age for self in the world. The task from 17-22, then, demands commitment, but also the maintenance of an open mind about that decision (Buhler 1962; Erikson 1959; Kimmel 1974; Levinson et al. 1978; Lidz 1976; Gould 1978; Vaillant 1977).

Males, more than females, tend to create an identity independent from relationships (Bernard 1981; Gilligan 1982; Rubin 1979). The word best describing that identity is "doing." Men often describe themselves in terms of what they do (Rubin 1979).

Learning needs. The 17-22 year old will profit from a chance to explore diverse areas of possible interest. Investigation of new areas has a most beneficial result when it is accomplished within carefully defined parameters, thus giving freedom without license. More areas can be probed by doing three short-term internships in a two or three month period instead of one lengthy one. The goal can best be described as discovery by the person of his or her likes and dislikes.

Identity formation requires receipt of honest feedback. A tentative initial identity can only become permanent by increasing self-understanding. Honest feedback helps improve that self-awareness.

Third task: Test intimate relationships (especially for women). A woman's initial identity often emerges from an intimate relationship. Women test intimate relationships more often than men during this early transition (Bardwick & Donovan 1980; Bernard 1981; Erikson 1959; Gilligan 1982; Schlossberg 1978).

Learning needs. Learning experiences fostering trust, self-awareness and interpersonal relationship skills produce a foundation for intimacy. A contract carefully and sensitively developed to include experiences providing self-insights encourages trust and self-awareness. Socialization among students during internships can lead to improved interpersonal relationships and increased levels of trust. Interns encouraged to socialize with workers during the internship will build social skills. The educator might encourage socialization by discussing the internship with small groups of students' using group process skills; and sponsoring a wine and cheese party for learners. As the students formulate their own group levels of trust, self-awareness and interpersonal abilities will each improve.

Ages 22-28

First task: establish a dream. The dream represents some achievement the person thinks will bring success, happiness and full-fledged adulthood. It gives direction to the young person, a goal toward which to strive. The quixotic ideal includes a large degree of illusion--a deception tied to a sense of immortality. Self-deception in the dream manifests itself in the statement: "When I reach the goal of my dreams, then I will have proved my ability as an adult. All will be right." Despite its illusionary component the dream provides essential direction for youth (Buhler 1962; Levinson et al. 1978; Stewart 1977).

The dream for a male and for a career female--men and career women tend to follow a similar adult developmental pattern--is independent or individualistic. It is typically tied to a career identity and is achievement oriented; "I want to reach a high executive position by the time I am 35," for example (Levinson et al. 1978).

Most women integrate relationships into their dream. They tend to tie their ideal sense of self to the lives of their spouse or family. When asked to state their ultimate ideal most women respond with words like "it depends." When queried further about what it depends on, most respond with "possible marriage," "having a child," "raising the kids," or "whether my husband's job changes." This relationship dream permits malleability and adjustment to diverse roles for women (Rubin 1979; Steward 1977).

Learning needs. Provide a chance for the learner to test the illusion/reality of the dream and to discover some of the deception of the quixotic ideal. Ask students to do realistic tasks related to their own dreams. If the tasks seem too easy the learner may realize the dream does not set high enough goals. Tasks too difficult may point to dreams out of synchronization with possibility. Provide support during this process to ensure maintenance of a sense of self while re-evaluating. Support can take the form of role models, mentors. and group discussions of goal setting.

Care must be taken not to eliminate all illusion from the dream as some deception is an important force in keeping the person moving towards goal fulfillment. Reality-illusion produces a difficult dualism to bridge, especially since the 22-28 year old travels the bridge with an idealistic mind-set and a view of time as an endless expanse full of possibilities. Both of these illusionary traits create the base for action and learning. An old head cannot be put on young shoulders, therefore, these illusions will not easily disappear. The educator must accept the learner, illusionary beliefs and all. Still, one who helps the adult integrate as much reality as possible into these goals, in all probability, ensures more chance of dream fulfillment for the learner. Tailor-make experiences for each individual to ensure meeting the dream needs of that person.

Second task: make career and/or family choices. Occupational choice becomes the central component in the emerging life structure of most males, while women choose occupation or family as their prime focus. Occupational decisions closely relate to the dream, but are often made with insufficient information. The young person just doesn't have all the details of what the job involves. The ideal career decision requires a sense of provisional commitment permitting exploration of possibilities both within and outside the job. The male job choice often includes an element of adventure, perhaps the thrill of change or of learning a new skill (Knox 1977; Levinson et al. 1978; Lowenthal et al. 1975; Vaillant 1977).

Many women feel conflicted about career or family. If a female chooses a career and a more independent dream, then significant persons in her life may express disapproval. Societal disapprobation may lead her to believe she must do everything brilliantly to justify her choice. Women who marry in their early 20s have the greatest satisfaction of all married females, while career women have more doubts than those who are married. The career-family duality looms large as occupational decision making occurs. This conflict never fully leaves the life of a female although women who resolve the conflict and have both a career and strong personal relationships report the least amount of life stress (Barnett, Baruch, & Rivers 1983; Frieze et al. 1978; Sheehy 1977; Stewart 1977).

Learning needs. Give large amounts of information about career and family to these 22-28 year olds. Helpful content addresses such questions as: "Are my ideas about this career accurate?" "How much time must I commit?" "What advancement and salary options exist?" "What fields relate to this career area?" "Will advancement require a geographic move?" "How have others dealt with the career-family duality?" "What happens if I decide to stay home and raise a family?" The more experiential experiences geared to helping young adults answer these questions, the more likely the student will feel good about the learning environment. Ways of answering these questions include matching the learner with an older more experienced person in the field; helping the individual meet others in related occupations; developing a support group of women who either chose to stay with family or have a career; and having a frank discussion of family-career concerns.

Be sure the persons helping with an internship understand the tentative nature of career commitment at this age. Normal questions asked by interns will then more likely be perceived simply as a search for information. Build into a contract or examination a section requiring the student to analyze the experience in terms of career-family related insights. For example, "What, if any, of your occupational decisions became more or less clear through this experience? Please explain." Emphasize decision making skills during any learning experience: teach students to gather information, look at positives and negatives, order priorities, and make tentative decisions.

Third task: find a mentor. A mentor assists in shaping an individual's personality; helps the young adult develop an ego ideal; and fosters the dream. The mentor acts partially as a parent and partly as a peer. He or she believes in the young adult, shares the dream, helps the person define the self in the world, and gives space within which the young adult can work on his/her life structure. Mentoring methodology includes moral support, counseling, teaching, setting an example, describing the political climate, guiding, being a friend, and giving a hug and a "boot out the door" (George & Kummerow 1981; Lester & Johnson 1981; Levinson et al. 1978; The Woodlands Group 1980).

Someone related to his career often mentors a male while a female's mentor is role related. A career-oriented female chooses a mentor similar to that of a male. A family-oriented woman seeks a loved one or an older woman whose children are somewhat older than her own. A substantial body of research suggests, but does not conclusively prove that those males and career women most successful in later life had mentors in these early years (Levinson et al. 1978; Merriam 1983; Roche 1979; Sheehy 1976; Vaillant 1977; Weber 1980).

Learning needs. Within the learning environment proteges can often identify mentors. Socialization, communication and support establish an atmosphere conducive to mentoring. Provide a relaxed atmosphere for socialization and interaction of young and old. In such an environment the protege can choose a potential mentor. Experiences developed to teach communication skills such as active listening and to encourage open discussion about personal and professional concerns help pave the way for openness with a mentor.

The young person also needs to learn to behave like a protege. Build into the learning situation experiences to enable proteges to accept criticism, direction and compliments; ask for help; discover it is all right to disagree with the mentor; and to realize asking for support is not an imposition since mentoring relationships fulfill a need for the mentor as they do for the protege. Discuss the pros and cons of mentoring with students and those in supervisory positions at an internship site. Share insights about mentoring. Individuals openly discussing their experiences in mentoring relationships are particularly helpful to the potential protege.

Fourth task: identity/intimacy. Males during this period bring to culmination and self-realization the identity tentatively established during age-20 transition, and then begin to integrate that self with another. Identity, although still tentative and closely entwined with the dream, forms the basis of intimate relationships for males (Kimmel 1974; Vaillant 1977).

Women create an intimate relationship from which an identity gradually emerges. This identity, as with the dream, often manifests a relationship-orientation. Not until the end of this period or beginning of the next does a woman analyze her identity as a separate entity (Gilligan 1982; Lipman-Blumen & Leavitt 1977; Scarf 1980; Schlossberg 1978; Stewart 1977).

Identity and intimacy demonstrate the effect of sequential staging. Without an initial identity a male has difficulty establishing an intimate relationship, and lacking a sense of intimacy a woman has trouble with an independent identity.

Learning needs. Both men and women profit from multiple occasions for self-discovery. Accurate feedback during continuous exposure to diverse internships and/or learning experiences provides such opportunities. Videotapes of the student viewed and discussed by the learner and a trusted advisor help foster self-insights. Personal growth is also fostered in a climate in which learners ask for feedback and the feedback given is behavioral, immediate and non-threatening.

Learning experiences emphasizing identification and expression of feelings lead to self-discovery and transfer easily to intimate relationships. Males especially need to identify feelings.

The learner needs acceptance no matter what the level of intimacy or identity achieved. Through acceptance the individual develops a sense of worth. A positive self-concept makes it easier for identity and intimacy to modify across the lifespan, and this they must do for satisfactory adjustment to occur.

Ages 28-33: age 30 transition

Task: individuation with career decisions for men and identity decisions for women. Adults search at this age to find the answer to the question "What is my place in this world?" The search for self and the way that self penetrates the world has been called "individuation" (Jung 1971). Individuation occurs to varying degrees and in different life components for men and women. Marriage and career, life's two most central components, both undergo major modification.

Questioning characterizes this time. "Who am I?" "Do I want children?" "What career do I really want?" "Should I consider marriage?" "Do I really know myself?" The thirties person has recognized the constancy and reality of life as an adult.

Through these rumblings and ruminations present and future goals gradually come into accord with youthful ideals. During this time the provisional structure established in the 20s begins to become more permanent. The individual becomes more self-centered in the search for parts of the self that have remained inhibited. These restrained parts seeking recognition create the disquietude so characteristic of this transition (Bridges 1978; Gould 1972; Levinson et al. 1978; Sheehy 1977).

A desire to satisfy others still remains, but gratifying oneself also becomes important. One can't please someone unknown, hence, self-investigation occurs. An intense search for meaning begins: a sense of "wanting more." Adults ask, "Is this all there is to adulthood?" A strong self-centeredness results (Chickering 1978; Frieze et zl. 1978; Know 1977; Krupp 1981; McCoy 1977).

The provisional life structure needs repair, but men have done little self-reflection during their lives. They often don't know how to look within the self. Yet, they do more self-analysis now than in previous times. They frequently seek support from their wives in this new endeavor. By the end of this period males have searched and turned their provisional career commitment of the 20s into a more definite goal. The modification and

self-searching occur mainly within only the career component of life. Once career goals clarify, men start climbing their own psychosocial career ladder. Career requires the major time commitment, although most males emphasize family as the major component in their life structure. This discrepancy may cause stress in the thirties (Levinson et al. 1978; Moreland 1979; Vaillant 1977).

Females describe this as a time of upheaval and restlessness. They simultaneously investigate both identity and role options. Women seek a sense of personal worth. Working mothers often begi the period complaining of role overload. At-home mothers describe themselves as "exhausted," "dumpy and frumpy," with little leisure, and few contacts outside the house. Non-mothers express the need to make a decision about childbearing. Unmarrieds question marriage. Roles are changing (Bardwick 1980; Krupp 1980; Steward 1977).

Decisions made by women during this transition perversely relate to what they did in their 20s. Women express a strong desire to integrate neglected parts of the self into their identity. The single career woman may search for a spouse or decide to commit to career; the married career woman may resolve to start a family; the mother with school-aged children may make up her mind to return to school, volunteer work, or a job; the mother with small youngsters may decide upon a plan she will put into action "as soon as the little one enters school" (Bardwick 1980; Krupp 1980; Neugarten 1968; Stewart 1977).

By the end of this period women appear more active, independent and assertive. They begin to formulate an independent dream that often includes a career-related component. It may require leaving an occupation of long standing, entering a new job, or picking up on a career interest from the early twenties. Modification of the life structure for women, however, occurs in all components, not just in relation to career (Bardwick 1980; Campbell 1975; Stewart 1977).

Marriage changes. Formulating a modified identity uses the energies of both husband and wife. In response to these changing self images, the intimate relationship has to modify. Reworking an intimate relationship requires communication and mutuality. Each must concentrate on the problems

of the other while solving his or her own concerns. Yet, self-concerns dominate the thoughts of husband and wife to such a large degree that they render each incapable of truly hearing the other. Preoccupation by males with achieving and acquiring and of females with exploration of all life components results in poor communication. Conflict often results. The divorce rate increases when a vicious cycle of disagreement and guilt manifests itself (Gould 1972; Krupp 1980; Sheehy 1977; Stewart 1977).

Learning needs. Dream re-evaluation requires exposure of the student to diverse learning experiences to help clarify values and goals. Encourage the learner to spend three months in three different internships or one quarter of the year in one internship with opportunity to change departments. These approaches expose the student to diverse roles and/or jobs and lead to greater understanding of one's values and goals. A single internship for the same three months with a substantial amount of time devoted to self-analysis, group support, and peer counseling can also result in greater self-awareness.

Help students improve their decision making and problem solving skills. Investigate special internships with a problem solving orientation. These might include working with a department developing a new product or with a counselor who does problem solving workshops.

Women (and men, also) benefit from opportunities to practice assertiveness. Seek their opinions and act on them; offer practice assertiveness sessions and seminars with videotapes of behavior to ensure experiential learning; or give new administrative responsibilities. Be sure to provide support during each new experience.

Everyone ages 28-33 especially needs well honed communication skills. Provide experience directed at personal communication strengths and weaknesses. Help interns identify their ability or inability to retain instructions; understand the effect of making assumptions without checking them out; understand the result when they interrupt and listen in order to talk rather than hear. Gradually these insights lead to motivation to improve. When the learner demonstrates interest in improving communication, then workshops with videotapes of interpersonal communication, books and practice sessions become experiential learning experiences.

Throughout all learning experiences at this age the student requires support. Backing from an advisor, boss or peer facilitates decision making about career direction and identity modification. Aid need not be formally arranged. Sensitivity to the need to continually support students leads to backing given during lunch, while discussing directions for an internship, in a carpool, or while conferencing. Support benefits are most continuous when they occur in all areas of life and during any activity.

Ages 33-40

First task: advance or expand options but maintain stability. Decisions made by the end of the age-30 transition create the substructure for starting one's own personal enterprise during the 30s. Adjustments to the existing life structure take place as males strive for advancement on their own psychosocial ladder and females expand their options to fulfill their now independent dream. People move toward self-defined goals. Success is individually defined. It requires, first, that the individual seek affirmation not only from others but also from self. The adult wants to feel a sense of accomplishment in the area of the dream. Second, making progress requires a willingness to change, a flexibility (Bardwick 1980; Levinson et al. 1978).

Continual change leads to ambiguity. Career advancement and expansion of options bring change. Too much ambiguity leads to anger and a search for stability. Stability is sought in marriage and family. Invariability will occur with more probability when persons do not probe too deeply into areas of disagreement. Band-Aids cover marital difficulties. Accommodation occurs. Husband and wife remain busy leaving little time to talk over problems. The kind of discussions necessary to change some aspect of their relationship do not occur. Divorce rates increase (Argyris 1970; Levinson et al. 1978).

The task can best be described as learning to advance and maintain stability without too much accommodation. Areas to which Band Aids were applied may well fester and then create a painful situation in the 40s, for healing requires a thorough washing and airing of the sore area (Krupp 1981; Levinson et al. 1978).

Learning needs. Skill in time management techniques such as determining priorities and task delegation defuses arguments and leads to stability at home. These skills can be learned during an internship: provide a plan for the day, discuss low and high periods of productivity and enlist the intern's help during down times, ask the intern to divide a job into a number of tasks in order to involve numerous persons, or expose the student to a time management seminar. An effective seminar integrates personal problem solving tasks with time management skills to ensure experiential learning.

Personal advancement and expansion of options need to be perceived as a normal and expected occurrence at this age in order to increase feelings of normalcy during the ambiguous experiences. Learners who have respect for individual needs and differences and can cooperate rather than compete, encourage others to expand options and/or advance as need demands. Such

persons expect change and expect to change. Modification becomes a norm. Experiences leading to respect for differences and to cooperation include tasks involving a group in solving a problem affecting that group, processing the group's behavior during the problem solving assignment, one-to-one or group discussion of cooperation and competition, and identification by each student of individual differences making each learner special. These techniques integrate easily into an experiential learning experience.

Second task: de-illusionment. De-illusionment requires removal from the dream of illusionary elements, but without losing reality-based components. This process begins and ends for women earlier than for men. Most females begin in the age-30 transition and have a reality-based dream by the mid-40s. Males tend to begin around age 36 and do not complete de-illusionment until well into their 50s (Krupp 1981; Levinson et al. 1978).

The move from idealism to realism is painful. It requires searching and perhaps relinquishing long-held values. A sense of loss, anger, frustration, and stress may occur. In fact, a crisis may well ensue (Chew 1977; Jung 1971; Levinson et al. 1978; Sears & Feldman 1964).

The believe in omnipotence becomes one of the hardest self-deceptions to face. The dream, especially of males, has had a "here" component in it. Now the adult realizes just how much illusion abounds in the hero concept. Illusions about the expansive nature of time, limitless future possibilities, the "foreverness" of life, and the rosy outcomes of the dream lose their hold on the individual (Chew 1977; Jung 1971; Sheehy 1977).

Many men begin to recognize the centrality of family for them. A career-family dualism develops for the first time for some of these males. Women often mention a desire to integrate their own personal needs into their lives. Self-family creates a duality for these women. The BOOM or BOOP events, however, are the chief cause of de-illusionment. Men perceive Becoming One's Own Man (BOOM) and women recognize Becoming One's Own Person (BOOP) as the peaking of early adulthood aspirations. For men, it means achieving recognition as a senior person in the area of the dream, having independence, and advancing to one's aspiration point. For women, it means knowing oneself and acting on that knowledge. Both success and lack of success in the late 30s are bitter pills. Those who do not BOOM or BOOP wonder why not; those who do often say, "So what?" realizing that

when they "get there, there is no there, there" (Chew 1977). The illusions of omnipotence and immortality fade, yet life goes on. The doubts and fears of the 20s and 30s, so often maniacally denied, remain. A sense of emptiness settles (Bernard 1975; Chew 1977; Levinson et al. 1978; Sears & Feldman 1964; Sheehy 1977).

Learning needs. Ability to manage the stress of severe personal de-illusionment requires both coping and adaptation skills. Adaptation permanently defuses the stressor while coping temporarily does away with feelings of stress (Cobb 1976). Persons with good adaptation skills modify their perception of the situation so the stressor no longer creates unrest. Experiences emphasizing the normalcy of de-illusionment encourage adaptation. Peer group and mentor-protege discussions of de-illusionment establish de-illusionment as a normal life process. Adaptation is made easier. Coping skills include such techniques as relaxation, assertiveness and confrontation. Support is a key coping mechanism. Backing must be unconditionally given to learners whether successful or not and whether just starting out or experienced. Students will commit to the experiential learning situation more readily at this age if they meet with support.

Well-adjusted adults deal effectively with change in themselves. They flex and change in order to modify their dream and sense of self. Versatility can result from such experiential learning situations as requiring the adult to handle a number of diverse tasks simultaneously, supporting and rewarding different components of the learner's personality, using some of the student's avocational skills during the internship, and exposing the adult to techniques for dealing with change. Reward the individual for innovative changes. This means you may have to modify your teaching to integrate the change. Help the student commit to the change by asking the learner to write an article about it or discuss it with others.

Developing a diverse group of personal competencies results in an identity achieved from multiple sources. Such a diverse identity eases appropriate adjustment during midlife (McGill 1980). It is too late to develop these abilities during midlife, now is the time. Capitalize on and use as many of each student's abilities as possible: student A may act as a mentor for learner B while student B helps person C find the ideal internship in the company for whom B works.

Third task: ordering priorities. Self-awareness, success or its lack, fleeting time, and financial constraints force most in their 30s to reorder their priorities, to decide how they will spend their time. Time seems more limited in amount and options more restricted. By the end of this period adults express awareness of time as "time left to live" rather than an endless expanse full of opportunities. People complain of time wasted as life lost (Neugarten, Moore & Lowe 1968; McClusky 1973; Sheehy 1977).

Learning needs. Assertive adults tell others when an experience wastes their time. Teach assertiveness skills. Also remember those with authority in the learning situation must respond with sensitivity and concrete change to such declarations, otherwise stress may well interfere with learning.

The learner needs to understand the possible stress resulting from too much speed on task. Speed on task refers to the desire to finish yesterday in order to "use" the concepts as quickly as possible. Exposure to older adults who slowed their pace can foster such awareness. These more experienced persons can act as mentors, as a support group, or as teachers, friends or bosses during an internship. Feedback can also be used to help a learner understand the effect of working under too much self-pressure. Loved ones, peers, teachers, bosses, and fellow workers give effective feedback by describing their reactions to the effect of the self-imposed pressure on interpersonal relationships. The learner may be surprised at how speed on task interferes with relationships.

Financial management skills taught at this age help the learner order financial priorities more effectively. An internship at an accountant's office, development of a financial workshop for others, or discussion of finances within the student group will often help solve personal financial concerns.

Last, but perhaps most important, the career male whose priorities now include family and the female who has come to perceive self as important need respect for their new perspectives. A comment over lunch such as, "Yes, I remember feeling that way" may provide needed support. Another means of demonstrating respect includes asking the learner to do something concrete to help others to a similar ordering of priorities.

Fourth task: leaving or finding a mentor. Men and career women often relinquish their mentor or series of mentors by the late 30s. Mentors occupy a less central position when a person has BOOMed or career assumes less importance. Females, especially those entering careers or school, may begin to search for a mentor--no small task for women, as few female role models exist in most careers and colleges (Bernard 1975; Levinson et al. 1978; Schmidt & Wolfe 1980; Sheehy 1976).

Learning needs. Skills similar to those needed in the late 20s once again become important. The adult needs to find a mentor and behave like a protege. Adults also need the ability to end a relationship without hard feelings. Well developed communication and interpersonal relationship proficiencies ease the task of ending relationships. Include in preparation for internships information on how previous internships ended, descriptions of how to say "no" with time to practice saying no, and practice in such skills as active listening, giving feedback, and being assertive.

By the end of this period many men express doubts and anxieties. They have met impediments to their desires, sometimes for the first time. These

men ask, "Does this life fit my needs?" "Do I know my needs?" "Is life fun?" "Do I have responsibility?" They feel less confident and sure than they felt at the end of their 20s (Levinson et al. 1978; Vaillant 1977).

Women often ask the same questions by the end of this period about the fit of the life structure, but they orient the questions to self differently. They ask, "How well am I meeting my needs?" "How much does my life make me feel fulfilled?" These women have a greater sense of self, more confidence and contentment than they have had since their early 20s (Frieze et al. 1978).

Women enter the 40s with a sense of contentment and self-direction; men with a lesser sense of self and emotional turmoil. The 40s often bring more difficulties for males than females (Krupp 1981).

Ages 40-47

A word of caution. During ages 40-47 changes of greater scope and depth happen to males than to females. For males middlescense, the name given this massive inner search at midlife, entails an investigation second only to the identity probe at adolescence. Women may well have started midlife transition by age 35. These females have more self-awareness than men do, so fewer changes occur for females from 40-47 (Knox 1977; Krupp 1980; Lowenthal et al. 1975).

First task: re-define identity and individuate further. Individuation appears once more as a major developmental task. It requires introspection into the gaps between one's present and projected future. Adults feel an urgent need to give vent to parts that have been neglected. Those whose chief life component centered around family may now emphasize career, and vice versa. Individuation actually starts during adolescence, becomes a central concern at midlife, and remains a lifelong consideration. De-illusionment reveals new realities. Individuation utilizes those realities to expand the self (Jung 1971; Levinson et al. 1978; Neugarten 1968).

These adults turn inward. They discover new aspects of the self. Gradually they formulate a new relationship of that self to the world. The "fallout" from this process affects many parts of life. First, the unconscious has less power. Individuals become much more sure of their values/goals and moral/ethical beliefs. Second, old situations acquire new meanings. A visit

to parents may become important, or time spent chatting before a class--time previously perceived as wasted--converts to something vital to interpersonal relationships. Third, individuated adults use their resources to pursue their aims. They react less willingly to the "oughts" and "shoulds" so important in early adulthood, and respond eagerly to their own "wants" (Chew 1977; Gould 1978; Kimmel 1974; Krupp 1980; Levinson et al. 1978; Vaillant 1977).

Individuation necessitates the establishment of a modified identity. Adults ask: "Who have I been?" "Who am I now?" "Who will I be?" Just as the Roman god Janus could see both in front and behind, so persons at midlife look to their past, present, and future. People ask selfishly about "my death," "my aches," "my future," and "my loneliness" (Erikson 1963; Levinson et al. 1978).

Adults must resolve four dualities or polarities during individuation and identity search (Levinson et al. 1978).

1. Young-old. People suddenly realize they are in a senior position in society. Yet, "old" means death, illness, slowing down, tiredness, and exclusion. The "adults hope that life begins at forty--but the great anxiety is that it ends there" (Levinson et al. 1978: preface). Youth is fading, and "young" means eager, physically able, dreams, health, and energy. Or does it? "young" also means naive, testing, unsure, and driven by others. "Old" also means wise, mellow, powerful, respected, sensitive, and contented. One is not good, and the other bad! The task at midlife involves integration of the best of youth and the best of old into one's life (Fried 1967; Levinson et al. 1978).

One cannot integrate young-old unless the person admits to aging. Admission of aging requires the adult to confront the issue of mortality-immortality. Facing one's mortality begins in earnest during this transition, but may not be fully resolved until late adulthood. While dealing with mortality the well-adjusted individual begins to redefine success and determines a legacy. Success, identified with a product in the first half of life, now becomes process oriented. Success and satisfaction no longer result from working towards a goal ten years away, but emerge from the daily processes involved in living. Life is now termed successful when each day brings a sense of satisfaction. A legacy answers the question, "For what do I want people to remember me?" Determination of one's legacy paves the way for adjustment and a social contribution. Just thinking about a legacy implies

a faith in the future--a dependence of self on the flow of generations as a means to immortality (Fried 1967; Jaques 1965; Levinson et al. 1978).

2. Destructive-creative. Each of us destroys when we fail to understand another, don't make a phone call to a lonely person, or ignore the needs of a spouse in favor of self. The task at midlife entails recognition, acceptance, and integration of destructiveness within one's life. By accepting the humanness of each person's destructiveness, individuals become compassionate and wise, empathic and able to accept flaws in others. Integration of the destructive side of self with the creative results in a tragic awareness of life: a sense of responsibility for one's own place in life, good or bad; a sense that others also make mistakes. From such realizations emerges true generativity, a caring for the human race (Erikson 1976; Jaques 1965; Levinson et al. 1978; Stevens 1978).

Generativity opposes self-absorption, the self-centeredness needed to individuate. Generative persons assume the responsibility and power of the parental generation and thus insure the future of humanity (Erikson 1976).

3. Separate-attached. "Separate" persons appreciate alone time because they feel more creative and renewed after twenty minutes or so alone. "Attached" persons do things with others. Survival necessitates some attachment. Renewal requires solitary time. Individuated adults do less socialization and spend more time alone. These persons care for others because they have taken the time to look after their own renewal (Levinson et al. 1978).

4. Male-female. Males and females begin to acknowledge traits within themselves in keeping with the societal norm for the opposite sex. The result is sex convergence (Livson 1976). Women discover their aggressive and independent selves; they combine mental abilities and their nurturing selves. Men become more nurturing; they integrate tender feelings with their aggressive achievement orientation. Exciting changes manifest themselves. Each can mentor the opposite sex effectively, for they have now experienced similar situations and feelings. Women become more aggressive lovers and men more nurturing lovers. Females who work outside the home push for their own needs without loss of sensitivity, while males are sensitive to the needs of fellow workers but still seek achievement (Gutmann 1975; Levinson et al. 1978; Lewis et al. 1978; Lindbergh 1975; Neugarten & Gutmann 1968).

Learning needs. At each life transition (17-22, 28-33 and midlife) adults need increased self-awareness in order to define success for themselves and develop a clearer identity. Learning experiences fostering increased self-knowledge include honest feedback, open discussions of one's strengths and weaknesses, and evaluation geared to renewed needs assessment.

As adults become aware of aging self-acceptance may create a problem. Expose the middle ager during an internship to older workers who retrain youthful aspects of their lives. This can help the middleager identify with older persons. Respect by supervisors for the over forty adult can lead to self-commitment rather than alienation.

Help learners clarify their identity through experiences requiring analysis of goals and desires. Only then can adults determine the legacy they want to leave. Educators might try making mutual decisions, decisions that include the learner, about changes during the internship. Remember to analyze with the student why he or she wants to make the change. Educators might also establish contracts geared to the learner's goals and desires. Opportunities to develop the learner's self-awareness, to clarify values and goals abound whenever student and teacher must make a decision affecting the learner.

Encourage middle aged adults to learn about death and dying: offer readings about death and dying, a chance to talk with a grieving or dying person, time off to attend a funeral or tour a funeral home, or group discussion about health and longevity. Do not forget to provide support during these learning experiences as they can cause substantial pain.

Teach generative skills. Generative abilities include cooperation, sensitivity to the needs of others, active listening, helping and caring for others, and mentoring. Encourage and model support for others. Build into the learning experience such situations fostering mutuality and nuturing as cooperative group problem solving, shared work loads, quality circles, and shared decision making by advisor and advisee. Give mentoring information and teach mentoring skills. Mentoring requires communication and active listening skills, information on life cycle changes, stress management skills, problem solving and decision making skills, and awareness of job opportunities in the geographic area. Provide time for group work so generative adults can use their skills by giving to others.

Foster creativity and avoid criticism during the 40-47 period. Many adults experience stress when they perceive themselves as destructive. Criticism makes them feel worse. They will respond positively when given time to spend alone. Adults allowed to work alone or just relax feel prized and trusted. Creative ideas often result. Liberally sprinkle praise for creative ideas and back-up the approval by using their original ideas.

As suggested during ages 33-40 provide experiences requiring cooperation rather than competition. Males, especially, appreciate mutuality during learning. Also capitalize on a male's desire to nurture. Such things as peer tutoring and counseling, helping a distressed fellow-student, showing someone around his place of business, or arranging internships in day care centers, schools or hospitals allow and encourage nurturing.

Give the assertive female more responsibility. Listen to her suggestions and comments and try to implement them. Provide opportunity for her to distinguish between aggression and assertion. Try to stop aggressive comments and teach assertion as explained in the 33-40 period.

Throughout this period and the rest of adulthood adults respond better when doing what they "want" rather than what educators say they "should" or "ought" to do. Responsiveness to the needs of the learner must dominate when planning for adults. Flexibility in programming is the key.

Second task: reevaluate career/retirement concerns. Career men and women ask whether they should or should not change. Evaluation of the answer depends on the person's values and goals. In addition these individuals may fear loss of creative ideas and doubt their ability to produce, and yet have a strong desire to fight a career plateau. Questions raised include: "How will a change affect my priorities?" "Can I be creative in the new job?" "How do I prevent stagnation in my career?" The answers vary with the individuals involved. In the early 40s, frustration and anger accompany the realization that "I've gone as far as I can." The anger is often expressed in critical comments about the job or in work avoidance. By the mid-40s many of these adults feel too old for an occupational change. Most consider their career pretty well set (Bergler 1954; Davitz & Davitz 1976; Lowenthal et al. 1975).

Women who recently returned to work speak of their career as an exciting way of living out the self. They have a keen interest in the job, especially as they integrate the career-family duality. Men and career women express less interest in career. Job is just less central than ever in their lives (Bardwick 1980; Davitz & Davitz 1976; Lowenthal et al. 1975).

Men and career women during this transition think of retirement. They express concerns about both financial solvency and how they will occupy their time. Many commit to financial arrangements, but few make plans in other areas of their lives (Krupp 1980; Levinson et al. 1978).

Learning needs. Learners once more need information about career options. Discuss and study horizontal as well as vertical job movement, since some are now no longer willing to move and uproot a family. Continue to offer programs on decision making and problem solving skills to help the 40-47 year old evaluate the career information.

These adults profit from opportunities to develop a sense of personal worth in areas unrelated to career. A sense of worth gained externally to

career becomes an avenue to be traveled during retirement. An educator might encourage a photographer to use photographic skills to advertise a product; the artist to exhibit with others who do arts and crafts; or the racquet ball player to organize a company match. Last, the learner now often exhibits readiness for retirement planning. Offer adults a choice of reading books, attending workshop, or doing an internship at a place like the senior citizen's center.

Third task: establish marital mutuality. Middle-aged adults strive to establish marital mutuality. Mutuality occurs when each respect the autonomy and supports the dream of the other. Achieving interdependence requires knowledge of self and trust in another (Gould 1972; Levinson et al. 1978).

The scenario for a marriage may go something like this: both become self-absorbed; communication breaks down; marred intimate relations act like a wedge; some mental separation takes place. During the separation the husband may "dump on" his wife. After all, she supported his dream, and it left him feeling empty. It seems so easy to blame her! The wife may not understand his outbursts. She wishes he'd hold up better so she can explore her own dream. While she expands her roles outside of the house and concentrates, sometimes selfisnly, on her own needs, he may resent her absence when he needs her. The scene is set for conflict, and divorce rates go up (Bergler 1954; Davitz & Davitz 1976; Know 1977).

On the other hand, many couples work through this conflict. They grow together on a deeper, more interdependent level. Each respects the other's separateness. A closer coexistence results. By age 45, often with impetus from the wife, each sees and acknowledges his or her part in the conflict of the early 40s. Both can now rely more on self to divest the spouse of magical powers. The outcome is a long-sought deeper love based on respect and harmony (Bernard 1975; Gould 1972; Levinson et al. 1978; Lindbergh 1975).

Learning needs. The learner still needs to develop self-awareness and needs to cooperate and learn mutuality. (See younger ages for suggestions.) In addition these adults need a well developed sense of trust to weather conflict. Trust can be built through such activities as trust walks or relying on someone else to solve a problem affecting self.

Help the student handle anger. Foster recognition of and ability to deal with anger. Choose learning experiences addressing such things as what it feels like to be angry, how the person usually acts when angry, how to vent anger, and how to disagree and solve a problem. Such experiences include group counseling, support groups of middle-aged men or women,

participating in a play on anger, or watching and then discussing an angry outburst in the workplace. Simulations and role playing help learners experience life-like angry situations. A part of learning to handle anger is knowing how to deal with misplaced aggression. Humor, suppression and confrontation are skills students can learn to use when misplaced aggression creates a problem for them. Model these abilities for learners. Teach those working with middle-aged students during an internship the importance of modeling use of humor, suppression, altruism and confrontation.

Fourth task: adjust to physical changes. Physically, changes become noticeable. Although capacity does not change much at this time, the alterations do symbolize loss of youth. Adults recognize as signs of aging such things as wrinkles, need for bifocals, weight gain, gray hair, slower reflex time, aches, and perhaps arthritis. Physical concerns carry over into the sexual arena for men. Males may fear impotence and fantasize about prowess even though no hormonal changes cause impotence for most males at this age. Some try to forestall the changes by exercising, dieting, coloring hair, buying the newest style clothing, or finding a younger woman. Strength and endurance have peaked and catabolic changes are overcoming anabolic ones. Middle agers compensate for loss of physical ability with experience (Chew 1977; Peck 1968; Sears & Feld man 1964).

Learning needs. Value learners for their past experience and wisdom to help them compensate for physical deterioration. Make it clear how much you value their abilities by asking them to be mentors, seeking advice from the student, or asking the middle-aged adult to solve a particularly knotty problem.

Fifth task: become a parent to one's parents. The middle ager forms the bridge between generations. As parents become more and more dependent, they are perceived as persons in need of care, and, at the same time, as individuals who influenced the lives of their middle-aged offspring. Men recognize those parts of themselves similar to their father; women see in themselves things they remember their mother doing. Neither may like the similarities, but gradually acceptance comes to pass. Comments include "I hate yelling, yet I scream just like my mother did" or "I find myself as persnicky about my tools as my dad was" (Fried 1967; Gould 1978; Neugarten 1968; Pearson 1958).

Learning needs. To effectively help one's parents without usurping their desire for independence, the middle-aged child needs information on aging. Offer such learning through internships at senior citizen centers,

nursing homes, hospitals, meals on wheels and the Red Cross. Encourage students to volunteer to transport senior citizens to the theater or doctor. Make available readings, workshops and seminars on how aging affects the individual's physical and mental abilities, values and needs.

Ages 47-60

Research about the 50-60 year old period is sparse. Therefore, this paper will present ages 47-60 as a single period.

First task: empty nest forcing rediscovery. The home usually empties of children during this period. Women express much concern about adjusting to the empty house, but shortly after the children leave the women feel joy, pride, relief and a sense of freedom. They dwell on the good things happening to the children rather than their problems. Women now transfer energies once used with their offspring to career or to consolidating their environment. They may begin to work full time or willingly take on extra responsibilities--fixing up the house, gardening, or refurbishing wardrobes. Men express fewer concerns before the nest empties, but have difficulty adjusting after the young people leave. After all, these males want to nurture just when their children are striking out (Davitz & Davitz 1976; Levinson et al. 1978; Rubin 1979; Vaillant 1978).

After a period, usually less than six months, husband and wife rediscover each other and reestablish a relationship similar to the honeymoon period. These same parents may consider it an imposition when their children decide they can save money by living at home. The nest to which young adults have returned receives the name "bulging nest" (Howatt 1981; Neugarten 1976; Rubin 1979; Troll 1971).

Learning needs. Insights into the need to "let go" can come from reading, internships in local high schools or colleges, and through opportunity to discuss these problems with a group of young adults or other parents of teens. Gradually the 50s adult will seek more information about socialization. Couples now have more money and more time to spend "honeymooning." Internships arranged at the local arts center, stage company, museum, or civic center might seem just right for these adult learners.

Second task: become mellow and lead others. Adults enter the 50s feeling comfortable about themselves. They perceive themselves as mature and able to deal with life. Strength accrues from calm pursuits, such as religion and philosophy. Life brings high satisfaction. Adults say "I am in my prime." Society underscores the feeling by looking to persons in this

decade for leadership, decisions, and norms. These peak years of creativity and productivity bring self-satisfaction and tolerance for others (Buhler 1968; Frieze et al. 1978; Gould 1975).

Learning needs. Learners need leadership experiences in order to demonstrate their skills as norm bearers and decision makers. Leadership experiences include organizing an internship program, mentoring, or seeking the student for advice. Teach such leadership skills as active listening, delegation of work, organizing, and using the ideas of others. Realize these persons most often give calm support based on careful considerations. They rarely get "fired up." Doing an internship with a religious organization, working with a priest, minister or rabbi, or participating in philosophical discussions will give the learner a sense of continuity with past generations and with the future.

Third task: develop an unshakable sense of worth. Physical changes, such as inability to remember names, cancer, high blood pressure, loss of strength, and loss of sense acuity are added to the gray hair and aches of the 40s. They create serious health concerns. Adults feel they can't do things as well as they used to do them. Illness may occur. Friends may die. People in their 50s begin to devise and use protective devices. Some, for example, write down ideas so they can learn them later at a slower pace. These people recognize with crystal clarity the body's deterioration. The task, a most difficult one, entails replacement of physical prowess with an unshakable sense of personal worth while facing one's own mortality (Frieze et al. 1978; Levinson et al. 1978; Peck 1968; Vaillant 1977).

Learning needs. Adults must accept physical changes and then adapt to those limitations, whether the change means bifocals, forgetting names, or perhaps struggling with a major disease. Internships in a hospital or nursing home or meeting with persons with similar problems may permit the learner to put the change into perspective. At the same time provide more comfortable seats, better lighting, and a bit more warmth in recognition of these changes.

These 50s people also need to experience themselves as valued and prized members of society. Make sure a person's input DOES MAKE A DIFFERENCE. Use the individual's suggestions. Encourage leadership by these persons during learning. Verbal accolades and requests for special help such as baking a cake, organizing a meeting, or fixing a car problem also are effective in building a learning environment within which personal worth receives major emphasis.

Fourth task: develop integrity. Generativity, usually a task during the 40s, continues throughout life. The task at this age requires integration of generativity with integrity. Integrity means acceptance of this as the one and only life lived at this time, a life lived to the best of one's ability. As generativity leads to caring for all humanity, so integrity leads to wisdom to be shared with others. Tranquillity ensues when a person achieves both generativity and integrity (Erikson 1968; Vaillant 1977; Vaillant & Milofsky 1980).

A duality exists for tranquil persons: regret-acceptance. Regret occurs when the adult realizes there exists a new command generation. The 50s person no longer has control of society. Yet, the individual has the opportunity to accept the culture of the new generation. Adults who can regret and still accept have the flexibility needed to use wisdom effectively. These people can "rap" with younger persons. Those who regret without acceptance face rigidity. These people find a haven in criticizing changes and identifying with old ways, old friends, and the "establishment." The younger generation avoids them. Those who can keep the good of the old and integrate it with the positive in the new are truly wise (Erikson 1968; Vaillant 1977).

The 50s person accepts death as a new presence. Friends and loved ones die or are seriously ill. Individuals question their mortality in terms of their perception of life's meaning. They review their contributions to the world. These adults undergo a "life review." Young persons examine their life during a time of crisis: it permits them to achieve congruence by adjusting their intentions and behavior; it helps set direction. Older persons, males in their 40s and 50s and women in their 50s, review their life to validate their identity. Reexamination of life can bring danger: dwelling too much on the past can lead to regrets, nostalgia, depression, and perhaps even suicide. More often, however, a clearer picture emerges of one's life, strengths, and accomplishments. Life review provides strength with which to face the future, it gives a sense of identity and community, may help mitigate death fears, and fosters the perspective needed to enable the adult to regret and yet accept--to develop integrity (Butler 1963; Clausen 1972; Frenkel-Brunswik 1968; Lowenthal et al. 1975; Vaillant 1977).

Learning needs. Support and respect whenever possible the 50s person's identity and view of life to assist in making life review a positive force towards a sense of integrity. Provide a forum for discussion of personal values. Such a platform encourages learners to listen and understand others while expressing personally important concepts. Persuade learners to enter intergenerational internships. Exposure to younger persons pointedly identifies areas within which these adults no longer have command and forces confrontation with the regret-accept dualism. Pain can result, so provide a strong support system for each person. A particularly painful experience may occur when the superior in the internship is younger than the learner. Awareness of this possibility can result in rapid, effective support should that happen. Do all possible to include in the learning environment anything that makes the person feel prized; seek advice from the individual. Expose the 50s adult to ideas of persons in other generations.

Ages 60+ to retirement

First task: develop integrity. Adults continue the integrity search started in the 50s. Many individuals center on themselves. They acknowledge flaws in the self. If, after such recognition, a person can still accept this as the best life he or she could have lived, then that individual develops integrity. Those with integrity offer generativity to others. They involve themselves as part of the elder generation. These persons fight for change with less anger, fewer illusions, and a broader perspective. They demonstrate wisdom! Those unable to develop integrity often appear brittle, bitter, angry, hostile and rigid (Erikson 1968; Vaillant 1977).

Learning needs. Learning needs are similar to those for 50s persons. In addition, students require a sense of self-satisfaction. It may only be necessary to provide a time and place for these persons to help others and the self-satisfied feeling will take care of itself. These adults do not need rewards from external others if they are generative and wise. The bitter, angry and rigid adult needs support, understanding, and exposure to generativity and wise persons. Some self-absorbed adults cannot see any reason to change and feel society has wronged them. Only with sensitivity and deep understanding might educators effect small changes in these persons. Do not expect major changes, but do continue to provide a warm and caring climate for these individuals.

Second task: disengage and remain active. To disengage means to withdraw from activity or communication. Activity means involvement with others or with an interest area. The well-adjusted adult both disengages and remains active. When a person integrates the duality, the best of each side is utilized. Each individual chooses areas for disengagement and activity according to his or her own self-perceived needs (Cummings & Henry 1961; Williams & Wirths 1965).

Learning needs. Adults need clear values and goals and good decision making skills in order to make choices about activity and disengagement. (Use suggestions given above in these two areas.) Whenever possible, support whatever decision a person makes. By so doing the learner will feel a sense of personal worth. Spend time discussing the pros and cons of both active involvement and disengagement within an area in question. You might ask persons who have disengaged in that area and others who have remained active to join the talk session. Continue to offer internships with senior citizen centers, the AARP, and other organizations dedicated to working with older adults.

Disengagement entails an ending and activity may involve a beginning. While deciding whether or not to disengage, adults go through a period of unsureness. Each person going through a transition must experience an ending, unsure period and beginning (Bridges 1980). Help learners discover their approach to each transition stage by using such things as books, group discussions, or internships. Internships during the person's 30s and 40s that address transitions would make this stage much easier. These internships might involve the learner with counselors, persons who became ill during a transition, an individual who reacted to a transition with substantial growth, or an organization that has just undergone a massive or minor change.

Third task: adjusting to actual retirement. Retirement demands a major transition for most males and career women. The questions asked are "Have I completed my life work?" and "Now what do I do?" Retirement requires many modifications, such as a recasting of financial affairs, a search for other achievement outlets, leisure-time management, adjusting to a more-present marriage partner, developing meaning beyond the job, and reconciliation to death. Young adults intellectually understand the changes inherent in retirement, yet people in their 40s and 50s frequently prepare for retirement only by way of income planning. Individuals have often not developed avenues, other than those originating in vocation, that give satisfaction (Frenkel-Brunswik 1968; Krupp 1980; McCoy 1977; Peck 1968).

A danger of role preoccupation exists during retirement that means perception of self only in terms of career roles. Those so preoccupied often find life loses meaning, despair and disgust follow, and integrity becomes elusive. The task now requires ability to create new roles and find worth from other activities. A person who accomplishes this can find integrity, combine it with generativity, and develop the necessary rationale for a life of wisdom and caring. Preparation for such a noble existence is lifelong (Erikson 1976; Peck 1968).

Learning needs. Learning needs include those typically associated with retirement workshops such as financial management, information on volunteerism, leisure time management, and dealing with death. Internships with retired

working persons and those who have retired and don't work, in nursing homes, as an adoptive grandparent, with Big Brother and Big Sister programs, or at a bank will each give the retired adult insights into non-career options.

The final learning need, feeling like a person of worth, undergirds all of life for each of us. Educators have an obligation to develop the whole person, for only when an individual has a sense of worth can he or she adjust well and transmit that sense of worth to another. Use suggestions given for other ages to foster each learner's positive self-concept.

Conclusion

Appendix I summarizes major developmental tasks across the lifespan and desirable learning outcomes for each age. Educators must address some learning outcomes well before a task becomes central. Fox example, to expect to develop a deep sense of worth in a person at age 65 seems ludicrous. Yet, adjustment at age 65 requires a positive self-concept. Some learning outcomes, then, entail a lifelong awareness by educators of the necessity of addressing that need. Personal worth fits this category.

Experiential learning has a growth perspective responsive to the needs of each person. A firm belief in that obligation to each learner supersedes a particular area of expertise. Adult educators feel obliged to help each adult demonstrate his or her uniqueness. After fulfilling that requirement a chain reaction becomes observable: the prized learner can help others achieve a sense of worth, for we can only give to others what we have found in ourselves. A domino effect results in more and more individuals available as resources for others. Therefore, as educators respond to the uniqueness and tasks of each learner at each life stage, they contribute to the growth of humanity. What better way to improve the world?

Appendix I

Age	Task	Learning Outcome
17-22	Establish some level of independence	Discover areas where comfortable being independent Discover areas where comfortable being dependent Be able to ask for help
	Identity	Discover what is liked and disliked Increase realism Self-understandings
	Intimacy	Self-awareness Improved interpersonal relationships Greater network of trusted persons
22-28	Establish a dream	Opportunity to test illusion/reality of dream Maintain some illusion in the dream and couple it with realities Support for the dream
	Career and/or family choices	Information on careers Information on career-family duality Support Decision making skills
	Find a mentor	Understand the importance of mentoring Find a mentor Behave like a protege
	Identity/intimacy	Self-discovery Identification and expression of feelings Acceptance
28-33	Individuation with: career decisions for men identity decisions for women	Clearer values and goals Exposure to diverse roles/jobs Decision making skills Problem solving skills Assertiveness skills for women Communication skills Support
33-44	Advance or expand options, but maintain stability	Time management skills Respect for individual needs Cooperation not competition
	De-illusionment	Stress management & coping skills Adaptation skills Support Flexibility Feeling of capability in diverse areas

Appendix I (Continued)

Age	Task	Learning Outcome
	Ordering priorities	Realization that speed on task may be self-defeating Assertiveness Financial management skills Respect for new priorities
	Leaving or finding a mentor	Find a mentor Behave like a protege Ability to end a relationship
40-47	Re-define identity and individuate	Self-awareness Have personal needs met
	Integrate young-old within the self	Self-acceptance
	Deal with own mortality	Clarify goals and legacy Knowledge about death and dying
	Accept creative and destructive self	Develop generative skills Improved mentoring abilities Opportunity to give to others
	Establish alone time	Foster creative/avoid criticism Support for time spent alone
	Male: accept and use nurturing Female: accept and use assertiveness	Opportunity to act mutually Chance to nurture Opportunity/assume responsibility Ability to distinguish aggression and assertion Assertiveness skills
	Reevaluate career/ retirement concerns	Awareness of career choices Decision making/problem solving skills Sense of self in other than career areas Retirement planning
	Establish marital mutuality	Self-awareness Opportunity to be mutual Ability to trust others Ability to deal with anger Capable of dealing with misplaced aggression
	Adjust to physical changes	Feel valued for wisdom
	Become a parent to one's parents	Understanding the aging process

Age	Task	Learning Outcome
47-60	Empty next forcing rediscovery	Understanding what it means to "let go" Being able to "let go" Increased awareness of social opportunities
	Become mellow and lead others	Feel like a leader Leadership skills Increased understanding and exposure to religion and philosophy
	Develop an unshakable sense of worth	Accept and adapt to physical limitations Feel prized as an individual
	Develop integrity	Support for the learner's view of life and identity Relinquish some command Skills in speaking and listening General support
60+ to retirement	Develop integrity	Same as above (47-60, Integrity) Self-satisfaction
	Disengage and remain active	Clarified values and goals Decision making skills Support Life change skills Knowledge about how the learner deals with transitions
	Adjustment to actual retirement	Financial management Information on volunteerism Leisure time management Better able to deal with death Feel like a person of worth

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